

## Grade K • Start Smart • Scope and Sequence

	Big Books	Shared Read	Read Alouds	Vocabulary	Comprehension	Print Concepts	Phonological Awareness	Phonics	High-Frequency Words	Writing	Weekly Project
<b>Week 1</b> <b>We Are Special</b> <b>Essential Question:</b> How is everyone special?	<b>Animals in the Park:</b> <b>An ABC Book</b> <b>Big Book of Rhymes:</b> “Jack and Jill” “Mary Wore Her Red Dress” “Wee Willie Winkie” “Little Miss Muffet” “Humpty Dumpty”	“I Am Special” <b>Genre:</b> Fiction “Look at Me!” <b>Genre:</b> Informational Text	<b>Interactive Read Aloud:</b> “The Ugly Duckling” <b>Genre:</b> Fairy Tale <b>Teacher’s Edition:</b> “The Three Sisters” <b>Genre:</b> Folktale	<b>Category Words:</b> Names	Details	Parts of a Book Book Handling Reading From Left to Right	Sentence Segmentation Identify Rhyme	<b>Letter Recognition:</b> Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh	/	Write About the Text	Project: I Am Special!
<b>Week 2</b> <b>My Family and Me</b> <b>Essential Question:</b> Who is in your family?	<b>Animals in the Park:</b> <b>An ABC Book</b> <b>Big Book of Rhymes:</b> “Twinkle, Twinkle Little Star” “1, 2, Buckle My Shoe” “Mix a Pancake” “Chook, Chook, Chook” “1, 2, 3, 4, 5”	“Family Fun!” <b>Genre:</b> Fiction “Fun Together!” <b>Genre:</b> Fiction	<b>Interactive Read Aloud:</b> “Mama Mouse and El Gato” <b>Genre:</b> Fable <b>Teacher’s Edition:</b> “Teddy’s Week” <b>Genre:</b> Fiction	<b>Category Words:</b> Numbers	Details	Parts of a Book Distinguish Letters from Words Reading from Left to Right	Sentence Segmentation Identify Rhyme	<b>Letter Recognition:</b> Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr	can	Write About the Text	Project: My Family and Me
<b>Week 3</b> <b>I Can!</b> <b>Essential Question:</b> What can you do?	<b>Animals in the Park:</b> <b>An ABC Book</b> <b>Big Book of Rhymes:</b> “Sing a Song of Sixpence” “Pat-a-Cake” “Hickory, Dickory, Dock” “Hey, Diddle, Diddle” “As I Was Going to St. Ives”	“At School” <b>Genre:</b> Fiction “What Can I Do?” <b>Genre:</b> Informational Text	<b>Interactive Read Aloud:</b> “Kindergartners Can!” <b>Genre:</b> Informational Text <b>Teacher’s Edition:</b> “We Can Help” <b>Genre:</b> Folktale	<b>Category Words:</b> Days of the Week	Details	Parts of a Book Distinguish Letters from Words Space Between Words	Recognize Syllables Blend Syllables	<b>Letter Recognition:</b> Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz	i, can	Write About the Text	Project: I Can!

## Grade K • Unit 1 • Scope and Sequence

Unit 1: Take a New Step The Big Idea: What can we learn when we try new things?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<b>Week 1</b> <b>Make New Friends</b> <b>Essential Question:</b> How can we get along with new friends? <b>Genre Focus:</b> Fiction	<b>Anchor Text:</b> <i>What About Bear?</i> <b>Genre:</b> Fiction <b>Paired Selection:</b> "How to Be a Friend" <b>Genre:</b> Informational Text	<b>Shared Read:</b> "I Can" <b>Lexile:</b> BR <b>Shared Read:</b> "Can I?" <b>Lexile:</b> BR	"The Lion and the Mouse" <b>Genre:</b> Fable	<b>Genre:</b> Fiction <b>A:</b> <i>The Tree House</i> <b>Lexile:</b> BR <b>O:</b> <i>The Mouse and The Moose</i> <b>Lexile:</b> BR <b>ELL:</b> <i>The Mouse and The Moose</i> <b>Lexile:</b> BR <b>B:</b> <i>Come and Play!</i> <b>Lexile:</b> 90L	<b>Oral Vocabulary Words:</b> <i>friend</i> <i>problem</i> <i>grasped</i> <i>escape</i> <i>rescue</i> <b>Category Words:</b> Feeling Words	Ask and Answer Questions Main Story Elements: Character Photographs	Left to Right Tracking Hold Book Right Side Up	<b>Phonological Awareness:</b> Sentence Segmentation <b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Identity, Phoneme Blending	<b>Phonics:</b> /m/m (initial/final) <b>Spelling:</b> Words with <i>m</i> ; <i>the</i> <b>Handwriting:</b> Upper and Lowercase <i>Mm</i> <b>Decodable Readers:</b> "I Can" "Can I?"	<i>the</i> <b>Build Your Word Bank:</b> <i>out</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Left-to-Right Progression <b>Writing Trait:</b> Details <b>Grammar:</b> Naming Words (Nouns)	<b>Project:</b> How to Be a Good Friend
<b>Week 2</b> <b>Get Up and Go!</b> <b>Essential Question:</b> How do baby animals move? <b>Genre Focus:</b> Fiction	<b>Anchor Text:</b> <i>Pouch!</i> <b>Genre:</b> Fiction <b>Paired Selection:</b> "Baby Animals on the Move!" <b>Genre:</b> Informational Text	<b>Shared Read:</b> "We Can!" <b>Lexile:</b> BR <b>Shared Read:</b> "I Can, We Can" <b>Lexile:</b> BR	"The Tortoise and the Hare" <b>Genre:</b> Fable	<b>Genre:</b> Fiction <b>A:</b> <i>Hop!</i> <b>Lexile:</b> BR <b>O:</b> <i>We Hop!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>We Hop!</i> <b>Lexile:</b> BR <b>B:</b> <i>We Can Move!</i> <b>Lexile:</b> 140L	<b>Oral Vocabulary Words:</b> <i>adventure</i> <i>movement</i> <i>exhausted</i> <i>excited</i> <i>arrived</i> <b>Category Words:</b> Family Words	Ask and Answer Questions Main Story Elements: Character Labels	Parts of a Book Left to Right, Top to Bottom Tracking	<b>Phonological Awareness:</b> Identify Rhyme <b>Phonemic Awareness:</b> Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Identity	<b>Phonics:</b> /a/a (initial/medial) <b>Consonant Review:</b> /m/m <b>Spelling:</b> Words with <i>a</i> ; <i>we</i> <b>Handwriting:</b> Upper and Lowercase <i>Aa</i> <b>Decodable Readers:</b> "I Am" "We Can"	<i>we</i> <b>Build Your Word Bank:</b> <i>down</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Left-to-Right Progression <b>Writing Trait:</b> Details <b>Grammar:</b> Naming Words (Nouns)	<b>Project:</b> How Baby Animals Move
<b>Week 3</b> <b>Use Your Senses</b> <b>Essential Question:</b> How can your senses help you learn? <b>Genre Focus:</b> Informational Text: Nonfiction	<b>Anchor Text:</b> <i>Senses at the Seashore</i> <b>Genre:</b> Informational Text <b>Paired Selection:</b> "I Smell Springtime," "Taste of Purple," "Rain" <b>Genre:</b> Poetry	<b>Shared Read:</b> "Sam Can See" <b>Lexile:</b> BR <b>Shared Read:</b> "I Can See" <b>Lexile:</b> BR	"A Feast of the Senses" <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>The Beach</i> <b>Lexile:</b> BR <b>O:</b> <i>At School</i> <b>Lexile:</b> BR <b>ELL:</b> <i>At School</i> <b>Lexile:</b> BR <b>B:</b> <i>See It Grow!</i> <b>Lexile:</b> BR	<b>Oral Vocabulary Words:</b> <i>explore</i> <i>senses</i> <i>feast</i> <i>finished</i> <i>kneads</i> <b>Category Words:</b> Sensory Words	Ask and Answer Questions Topic and Details Sensory Words	Parts of a Book Left to Right, Top to Bottom Tracking	<b>Phonological Awareness:</b> Onset and Rime Blending <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Categorization	<b>Phonics:</b> /s/s (initial) <b>Consonant/Vowel Review:</b> /a/a, /m/m <b>Spelling:</b> Words with <i>s</i> ; <i>see</i> <b>Handwriting:</b> Upper and Lowercase <i>Ss</i> <b>Decodable Readers:</b> "Sam Can See" "Sam"	<i>see</i> <b>Build Your Word Bank:</b> <i>will</i> <i>jump</i>	<b>Write About the Text:</b> Opinion <b>Writing Skill:</b> Words Are Made up of Letters <b>Writing Trait:</b> Details <b>Grammar:</b> Naming Words (Nouns)	<b>Project:</b> The Senses

## Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b></p> <p><b>Tools We Use</b></p> <p><b>Essential Question:</b> How do tools help us to explore?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>The Handiest Things in the World</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "Discover with Tools" <b>Genre:</b> Informational Text</p>	<p><b>Shared Read:</b> "Pam Can See" <b>Lexile:</b> BR</p> <p><b>Shared Read:</b> "We Can See!" <b>Lexile:</b> BR</p>	<p>"Timimoto" <b>Genre:</b> Folktale</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>We Need Tools</i> <b>Lexile:</b> BR <b>O:</b> <i>A Trip</i> <b>Lexile:</b> BR <b>ELL:</b> <i>A Trip</i> <b>Lexile:</b> BR <b>B:</b> <i>What Can You See?</i> <b>Lexile:</b> 90L</p>	<p><b>Oral Vocabulary Words:</b> <i>tools</i> <i>discover</i> <i>defeated</i> <i>fetch</i> <i>rumble</i></p> <p><b>Category Words:</b> Color Words</p>	<p>Ask and Answer Questions</p> <p>Topic and Details</p> <p>Headings</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Locate Printed Word</p>	<p><b>Phonological Awareness:</b> Identify Alliteration</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p>	<p><b>Phonics:</b> /p/p (initial/final)</p> <p><b>Consonant/Vowel/Review:</b> /a/a, /m/m, /s/s</p> <p><b>Spelling:</b> Words with <i>p</i>; <i>a</i>, <i>there</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Pp</i></p> <p><b>Decodable Readers:</b> "A Sap Map" "Pam Can See"</p>	<p><i>we</i></p> <p><b>Build Your Word Bank:</b> <i>there</i> <i>our</i></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> Stretch Sounds to Write Words</p> <p><b>Writing Trait:</b> Details</p> <p><b>Grammar:</b> Action Words (Verbs: Present Tense)</p>	<p><b>Project:</b> Tools for Exploring</p>
<p><b>Week 2</b></p> <p><b>Shapes All Around Us</b></p> <p><b>Essential Question:</b> What shapes do you see around you?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>Shapes All Around Us</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "Find the Shapes" <b>Genre:</b> Informational Text</p>	<p><b>Shared Read:</b> "We Like Tam!" <b>Lexile:</b> BR</p> <p><b>Shared Read:</b> "I Like Sam" <b>Lexile:</b> BR</p>	<p>"Kites in Flight" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>Shapes!</i> <b>Lexile:</b> BR <b>O:</b> <i>Play with Shapes!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Play with Shapes!</i> <b>Lexile:</b> BR <b>B:</b> <i>Use a Shape!</i> <b>Lexile:</b> 140L</p>	<p><b>Oral Vocabulary Words:</b> <i>materials</i> <i>nature</i> <i>decoration</i> <i>games</i> <i>world</i></p> <p><b>Category Words:</b> Shape Words</p>	<p>Ask and Answer Questions</p> <p>Topic and Details</p> <p>Bold Print</p>	<p>Locate Printed Word</p> <p>Distinguish Letters from Words</p> <p>Parts of a Book</p> <p>Left to Right, Top to Bottom Tracking</p>	<p><b>Phonological Awareness:</b> Onset and Rime Blending</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending (initial/final), Phoneme Identity</p>	<p><b>Phonics:</b> /t/t (initial/final)</p> <p><b>Consonant/Vowel/Review:</b> /a/a, /m/m, /s/s</p> <p><b>Spelling:</b> Words with <i>t</i>, long: <i>a_e</i>; <i>like</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Tt</i></p> <p><b>Decodable Readers:</b> "Tap the Mat" "I Am Pat"</p>	<p><i>like</i></p> <p><b>Build Your Word Bank:</b> <i>two</i> <i>well</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Use Word Bank</p> <p><b>Writing Trait:</b> Details</p> <p><b>Extended Writing:</b> Expository Text: Nonfiction</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Action Words (Verbs: Present Tense)</p>	<p><b>Project:</b> Shapes Survey</p>

## Grade K • Unit 2 • Scope and Sequence

Unit 2: Let's Explore The Big Idea: What can you find out when you explore?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b></p> <p><b>World of Bugs</b></p> <p><b>Essential Question:</b> What kind of bugs do you know about?</p> <p><b>Genre Focus:</b> Poetry</p>	<p><b>Anchor Text:</b> <i>I Love Bugs!</i> <b>Genre:</b> Poetry</p> <p><b>Paired Selection:</b> "Bugs All Around" <b>Genre:</b> Informational Text</p>	<p>"Pat" <b>Lexile:</b> BR</p> <p>"Tap! Tap! Tap!" <b>Lexile:</b> BR</p>	<p>"From Caterpillar to Butterfly" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>We Like Bugs!</i> <b>Lexile:</b> BR <b>O:</b> <i>The Bugs Run</i> <b>Lexile:</b> BR <b>ELL:</b> <i>The Bugs Run</i> <b>Lexile:</b> BR <b>B:</b> <i>I See a Bug!</i> <b>Lexile:</b> BR</p>	<p><b>Oral Vocabulary Words:</b> <i>curious</i> <i>observe</i> <i>attaches</i> <i>process</i> <i>slender</i></p> <p><b>Category Words:</b> Texture words</p>	<p>Ask and Answer Questions</p> <p>Poetry: Rhyme</p> <p>Captions</p>	<p>Distinguish Letters from Words</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Count and Segment Syllables</p> <p><b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending</p> <p><b>Long Vowel Awareness:</b> Long <i>a</i></p>	<p><b>Phonics:</b> Review <i>m/m, a/a, /s/s, /p/p, /t/t</i></p> <p><b>Spelling Pattern:</b> <i>at</i> pattern (<i>at, mat, sat</i>); <i>the, a, see, we like</i></p> <p><b>Handwriting:</b> Write sentences with <i>Mm, Aa, Ss, Pp, Tt</i></p> <p><b>Decodable Readers:</b> "We See Tam"</p>	<p><i>the</i> <i>a</i> <i>see</i> <i>we</i> <i>like</i></p> <p><b>Build Your Word Bank:</b> <i>for</i> <i>out</i> <i>down</i> <i>will</i> <i>jump</i> <i>there</i> <i>our</i> <i>two</i> <i>well</i></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> Spaces Between Words</p> <p><b>Writing Trait:</b> Descriptive Details</p> <p><b>Grammar:</b> Action Words (Verbs: Present Tense)</p>	<p><b>Project:</b> Bugs</p>

Units 1 and 2	Connect to Content: Science	Extend Your Learning
<p><b>Extend, Connect, and Assess</b></p>	<p><b>Genre Read-Aloud</b> "Look and Learn"</p> <p><b>Activities</b> Learn About Tools Observe with Tools</p>	<p><b>Choose Your Own Book</b></p>

## Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b></p> <p><b>Rules to Go By</b></p> <p><b>Essential Question:</b> What rules do we follow in different places?</p> <p><b>Genre Focus:</b> Fiction</p>	<p><b>Anchor Text:</b> <i>How Do Dinosaurs Go to School?</i> <b>Genre:</b> Fiction: Fantasy</p> <p><b>Paired Selection:</b> "Be Safe!" <b>Genre:</b> Informational Text</p>	<p>"Can I Pat It?" <b>Lexile:</b> BR</p> <p>"Tim Can Tip It" <b>Lexile:</b> 300L</p>	<p>"The Boy Who Cried Wolf" <b>Genre:</b> Fable</p>	<p><b>Genre:</b> Fantasy <b>A:</b> <i>We Run</i> <b>Lexile:</b> BR <b>O:</b> <i>Go, Nat!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Go, Nat!</i> <b>Lexile:</b> BR <b>B:</b> <i>The Birdhouse</i> <b>Lexile:</b> BR</p>	<p><b>Oral Vocabulary Words:</b> <i>rules</i> <i>cooperate</i> <i>guard</i> <i>prank</i> <i>responsible</i></p> <p><b>Category Words:</b> Action Words</p>	<p>Visualize</p> <p>Main Story Elements: Character</p> <p>Lists</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Locate Printed Word</p>	<p><b>Phonological Awareness:</b> Identify Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization</p>	<p><b>Phonics:</b> /i/i (medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t</p> <p><b>Extend the Lesson:</b> final double letters: ss, tt</p> <p><b>Spelling:</b> Words with <i>i</i>; <i>to</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>li</i></p> <p><b>Decodable Readers:</b> "Tim Can Sit" "We Like It"</p>	<p><i>to</i></p> <p><b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>say</i></p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Writing Skill:</b> Sentences Are Made up of Words</p> <p><b>Writing Trait:</b> Descriptive Details</p> <p><b>Grammar:</b> Sentences</p>	<p><b>Project:</b> Rules for Safety</p>
<p><b>Week 2</b></p> <p><b>Sounds Around Us</b></p> <p><b>Essential Question:</b> What are the different sounds we hear?</p> <p><b>Genre Focus:</b> Fiction</p>	<p><b>Anchor Text:</b> <i>Clang! Clang! Beep! Beep!</i> <i>Listen to the City</i> <b>Genre:</b> Fiction</p> <p><b>Paired Selection:</b> "Sounds Are Everywhere!" <b>Genre:</b> Informational Text</p>	<p>"Nat and Tip" <b>Lexile:</b> 250L</p> <p>"Tim and Nan" <b>Lexile:</b> 250L</p>	<p>"The Turtle and the Flute" <b>Genre:</b> Tale</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>City Sounds</i> <b>Lexile:</b> BR <b>O:</b> <i>Farm Sounds</i> <b>Lexile:</b> 280L <b>ELL:</b> <i>Farm Sounds</i> <b>Lexile:</b> BR <b>B:</b> <i>A Noisy Night</i> <b>Lexile:</b> 190L</p>	<p><b>Oral Vocabulary Words:</b> <i>listen</i> <i>volume</i> <i>chat</i> <i>exclaimed</i> <i>familiar</i></p> <p><b>Category Words:</b> Sound Words</p>	<p>Visualize</p> <p>Main Story Elements: Setting</p> <p>Captions</p>	<p>Locate Printed Word</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Onset and Rime Blending</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Categorization</p>	<p><b>Phonics:</b> /n/n</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t</p> <p><b>Spelling:</b> Words with <i>n</i>; <i>and</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Nn</i></p> <p><b>Decodable Readers:</b> "Nat and Nan" "Nan and Nat See"</p>	<p><i>and</i></p> <p><b>Build Your Word Bank:</b> <i>then</i> <i>new</i> <i>saw</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Sentence Capitalization</p> <p><b>Writing Trait:</b> Descriptive Details</p> <p><b>Grammar:</b> Sentences</p>	<p><b>Project:</b> Experiment with Sounds</p>

## Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b></p> <p><b>The Places We Go</b></p> <p><b>Essential Question:</b> What places do you go to during the week?</p> <p><b>Genre Focus:</b> Fiction</p>	<p><b>Anchor Text:</b> <i>Please Take Me for a Walk</i> <b>Genre:</b> Fiction</p> <p><b>Paired Selection:</b> "A Neighborhood" <b>Genre:</b> Informational Text</p>	<p>"We Go to See Nan" <b>Lexile:</b> 140L</p> <p>"Can We Go?" <b>Lexile:</b> 60L</p>	<p>"Field Trips" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>We Can Go</i> <b>Lexile:</b> BR <b>O:</b> <i>Going by Cab</i> <b>Lexile:</b> 160L <b>ELL:</b> <i>Going by Cab</i> <b>Lexile:</b> BR <b>B:</b> <i>Cal's Busy Week</i> <b>Lexile:</b> 110L</p>	<p><b>Oral Vocabulary Words:</b> <i>local</i> <i>routine</i> <i>neighborhood</i> <i>volunteer</i> <i>intelligent</i></p> <p><b>Category Words:</b> Sequence Words</p>	<p>Visualize</p> <p>Main Story Elements: Character</p> <p>Map</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Count and Segment Syllables</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation</p> <p><b>Long Vowel Awareness:</b> Long <i>i</i></p>	<p><b>Phonics:</b> /k/c</p> <p><b>Consonant/Vowel Review:</b> /a/a, /m/m, /p/p, /s/s, /t/t</p> <p><b>Spelling Pattern:</b> <i>an</i> pattern (<i>an, can, ran, pan, man</i>)</p> <p><b>Handwriting:</b> Upper and Lowercase Cc</p> <p><b>Decodable Readers:</b> "Cam Cat" "See the Cat"</p>	<p><i>go</i></p> <p><b>Build Your Word Bank:</b> <i>could</i> <i>place</i> <i>white</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> End Punctuation</p> <p><b>Writing Trait:</b> Descriptive Details</p> <p><b>Grammar:</b> Sentences</p>	<p><b>Project:</b> School Places Interview</p>

## Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood The Big Idea: What do you know about the people and the places in your neighborhood?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b></p> <p><b>Time for Work</b></p> <p><b>Essential Question:</b> What do people use to do their jobs?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>Whose Shoes? A Shoe for Every Job</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "Workers and Their Tools" <b>Genre:</b> Informational Text</p>	<p>"Tom on Top!" <b>Lexile:</b> 70L</p>	<p>"Little Juan and the Cooking Pot" <b>Genre:</b> Tale</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>You Cook</i> <b>Lexile:</b> BR <b>O:</b> <i>On the Job</i> <b>Lexile:</b> BR <b>ELL:</b> <i>On the Job</i> <b>Lexile:</b> BR <b>B:</b> <i>The Neighborhood</i> <b>Lexile:</b> 120L</p>	<p><b>Oral Vocabulary Words:</b> <i>equipment</i> <i>uniform</i> <i>utensils</i> <i>expect</i> <i>remained</i></p> <p><b>Category Words:</b> Jobs</p>	<p>Ask and Answer Questions</p> <p>Topic and Details</p> <p>Labels</p>	<p>Parts of a Book</p> <p>Match Speech to Print</p>	<p><b>Phonological Awareness:</b> Onset and Rime Segmentation</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Isolation (initial, medial), Phoneme Blending, Phoneme Categorization</p>	<p><b>Phonics:</b> /o/o (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Spelling:</b> Words with o; you</p> <p><b>Handwriting:</b> Upper and Lowercase Oo</p> <p><b>Decodable Readers:</b> "Tom Can" "Mom and Nan"</p>	<p>you</p> <p><b>Build Your Word Bank:</b> <i>all</i> <i>that</i> <i>four</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Return Sweep</p> <p><b>Writing Trait:</b> Supporting Details</p> <p><b>Grammar:</b> Describing Words (Adjectives: Color, Shape, Size)</p>	<p><b>Project:</b> Workers and Their Tools</p>
<p><b>Week 2</b></p> <p><b>Meet Your Neighbors</b></p> <p><b>Essential Question:</b> Who are your neighbors?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><b>Anchor Text:</b> <i>What Can You Do with a Paleta?</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> "My Great Neighborhood!" <b>Genre:</b> Personal Narrative</p>	<p>"Sid" <b>Lexile:</b> 340L</p>	<p>"Cultural Festivals" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>My Neighbors</i> <b>Lexile:</b> BR <b>O:</b> <i>Neighborhood Party</i> <b>Lexile:</b> 100L <b>ELL:</b> <i>Neighborhood Party</i> <b>Lexile:</b> BR <b>B:</b> <i>Parade Day</i> <b>Lexile:</b> 100L</p>	<p><b>Oral Vocabulary Words:</b> <i>appreciate</i> <i>cultures</i> <i>prefer</i> <i>proud</i> <i>tradition</i></p> <p><b>Category Words:</b> Food Words</p>	<p>Ask and Answer Questions</p> <p>Main Story Elements: Character, Setting</p> <p>Illustrations</p>	<p>Parts of a Book</p> <p>Match Speech to Print</p>	<p><b>Phonological Awareness:</b> Sentence Segmentation</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Segmentation</p> <p><b>Long Vowel Awareness:</b> Long o</p>	<p><b>Phonics:</b> /d/d (initial/final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Spelling:</b> Words with d, long o: o_e; do</p> <p><b>Handwriting:</b> Upper and Lowercase Dd</p> <p><b>Decodable Readers:</b> "Did Dan?" "Did Sid See Don?"</p>	<p>do</p> <p><b>Build Your Word Bank:</b> <i>day</i> <i>long</i> <i>blue</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Stretch Sounds to Write Words</p> <p><b>Writing Trait:</b> Supporting Details</p> <p><b>Extended Writing:</b> Personal Narrative</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Describing Words (Adjectives)</p>	<p><b>Project:</b> Neighbors Interview</p>

## Grade K • Unit 4 • Scope and Sequence

Unit 4: Around the Neighborhood The Big Idea: What do you know about the people and the places in your neighborhood?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b></p> <p><b>Pitch In</b></p> <p><b>Essential Question:</b> How can people help to make your community better?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>Roadwork</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "A Community Garden" <b>Genre:</b> Informational Text</p>	<p>"I Can, You Can!" <b>Lexile:</b> 180L</p>	<p>"The Bundle of Sticks" <b>Genre:</b> Fable</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>We Clean!</i> <b>Lexile:</b> BR <b>O:</b> <i>Can You Fix It?</i> <b>Lexile:</b> 60L <b>ELL:</b> <i>Can You Fix It?</i> <b>Lexile:</b> BR <b>B:</b> <i>Helping Mom</i> <b>Lexile:</b> 290L</p>	<p><b>Oral Vocabulary Words:</b> <i>community</i> <i>improve</i> <i>confused</i> <i>harvest</i> <i>quarrel</i></p> <p><b>Category Words:</b> Position Words</p>	<p>Ask and Answer Questions Details: Time Order Captions</p>	<p>First Word in Sentence Is Capitalized</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Identify Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Segmentation</p>	<p><b>Phonics:</b> Review /l/i, n/n, /k/c, /o/o, /d/d; s-Blends (<i>sn, sp, st</i>)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /l/l, /m/m, /n/n, /p/p, /s/s, /t/t</p> <p><b>Long Vowel Express (optional):</b> Long <i>a</i> (<i>a_e</i>)</p> <p><b>Spelling Pattern:</b> <i>ot</i> pattern (<i>not, cot, dot, pot, tot</i>)</p> <p><b>Handwriting:</b> Write sentences with <i>i, n, c, o, d, s</i>-Blends (<i>sn, sp, st</i>)</p> <p><b>Decodable Readers:</b> "Tip It" "Stop the Top!"</p>	<p><i>and</i> <i>do</i> <i>go</i> <i>to</i> <i>you</i></p> <p><b>Build Your Word Bank:</b> <i>her</i> <i>one</i> <i>say</i> <i>then</i> <i>new</i> <i>saw</i> <i>could</i> <i>place</i> <i>white</i> <i>all</i> <i>that</i> <i>four</i> <i>day</i> <i>long</i> <i>blue</i></p>	<p><b>Write About the Text:</b> Expository <b>Writing Skill:</b> Use Word Bank <b>Writing Trait:</b> Focus on One Idea <b>Grammar:</b> Describing Words (Adjectives)</p>	<p><b>Project:</b> Interview About School</p>

Units 3 and 4	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	<p><b>Genre Read-Aloud</b> "Firefighters Help Out"</p> <p><b>Activities</b> Find Out About Firefighters Make a Job Poster</p>	Choose Your Own Book

## Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature The Big Idea: What kinds of things can you find growing in nature?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b></p> <p><b>How Does Your Garden Grow?</b></p> <p><b>Essential Question:</b> What do living things need to grow?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><b>Anchor Text:</b> <i>My Garden</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> "Tommy," "Maytime Magic," "The Seed," "Garden" <b>Genre:</b> Poetry</p>	<p>"Hop Can Hop!" <b>Lexile:</b> 110L</p>	<p>"Growing Plants" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>My Garden</i> <b>Lexile:</b> BR <b>O:</b> <i>My Garden Grows</i> <b>Lexile:</b> 100L <b>ELL:</b> <i>My Garden Grows</i> <b>Lexile:</b> BR <b>B:</b> <i>The Mystery Seeds</i> <b>Lexile:</b> 240L</p>	<p><b>Oral Vocabulary Words:</b> <i>require</i> <i>plant</i> <i>harmful</i> <i>soak</i> <i>crowd</i></p> <p><b>Category Words:</b> Size Words Plurals with -s</p>	<p>Reread</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Rhyme and Repetition</p>	<p>Locate Printed Word</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Count and Blend Syllables</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation Phoneme Blending, Phoneme Categorization</p>	<p><b>Phonics:</b> /h/h (initial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /k/c, /d/d, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p><b>Extend the Lesson:</b> Final /z/s</p> <p><b>Spelling:</b> Words with <i>h; my</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Hh</i></p> <p><b>Decodable Readers:</b> "Hap Hid the Ham" "Hip Hop"</p>	<p><i>my</i></p> <p><b>Build Your Word Bank:</b> <i>than</i> <i>his</i> <i>three</i></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> End Punctuation</p> <p><b>Writing Trait:</b> Focus on One Idea</p> <p><b>Grammar:</b> Pronouns (Subjective)</p>	<p><b>Project:</b> Parts of a Plant</p>
<p><b>Week 2</b></p> <p><b>Trees</b></p> <p><b>Essential Question:</b> How do living things change as they grow?</p> <p><b>Genre Focus:</b> Informational Text</p>	<p><b>Anchor Text:</b> <i>A Grand Old Tree</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "From a Seed to a Tree" <b>Genre:</b> Informational Text</p>	<p>"Ed and Ned" <b>Lexile:</b> 230L</p>	<p>"The Pine Tree" <b>Genre:</b> Fairy Tale</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>The Tree</i> <b>Lexile:</b> BR <b>O:</b> <i>Many Trees</i> <b>Lexile:</b> 70L <b>ELL:</b> <i>Many Trees</i> <b>Lexile:</b> BR <b>B:</b> <i>Our Apple Tree</i> <b>Lexile:</b> 250L</p>	<p><b>Oral Vocabulary Words:</b> <i>develop</i> <i>amazing</i> <i>content</i> <i>enormous</i> <i>imagine</i></p> <p><b>Category Words:</b> Tree Parts Inflectional Ending -ed</p>	<p>Reread</p> <p>Topic and Details</p> <p>Diagram</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Onset and Rime Blending</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending (medial), Phoneme Segmentation</p>	<p><b>Phonics:</b> /e/e (initial/medial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /k/c, /d/d, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</i></p> <p><b>Spelling:</b> Words with <i>/e/e; are</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Ee</i></p> <p><b>Decodable Readers:</b> "Ed and Ted Can Go" "Not a Pet"</p>	<p><i>are</i></p> <p><b>Build Your Word Bank:</b> <i>when</i> <i>which</i> <i>soon</i></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> Return Sweep</p> <p><b>Writing Trait:</b> Words That Connect Ideas</p> <p><b>Grammar:</b> Pronouns (Subjective)</p>	<p><b>Project:</b> How Trees Grow</p>

## Grade K • Unit 5 • Scope and Sequence

Unit 5: Wonders of Nature The Big Idea: What kinds of things can you find growing in nature?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b></p> <p><b>Fresh from the Farm</b></p> <p><b>Essential Question:</b> What kinds of things grow on a farm?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>An Orange in January</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "Farmers' Market" <b>Genre:</b> Informational Text</p>	<p>"Ron With Red" <b>Lexile:</b> 170L</p>	<p>"Farms Around the World" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>The Farmer</i> <b>Lexile:</b> BR <b>O:</b> <i>Let's Make a Salad!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Let's Make a Salad!</i> <b>Lexile:</b> BR <b>B:</b> <i>Farm Fresh Finn</i> <b>Lexile:</b> 260L</p>	<p><b>Oral Vocabulary Words:</b> <i>fresh</i> <i>delicious</i> <i>beneath</i> <i>raise</i> <i>special</i></p> <p><b>Category Words:</b> Food Words Sentence Clues</p>	<p>Reread Topic and Details Lists</p>	<p>Parts of a Book Match Speech to Print</p>	<p><b>Phonological Awareness:</b> Identify Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial, both letters), Phoneme Blending, Phoneme Addition</p> <p><b>Long Vowel Awareness:</b> Long e: ee</p>	<p><b>Phonics:</b> /i/f (initial/final), r/r (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /s/s, /t/t</p> <p><b>Spelling Pattern:</b> en pattern (<i>pen, ten, men, den, hen</i>)</p> <p><b>Handwriting:</b> Upper and Lowercase <i>Ff</i> and <i>Rr</i></p> <p><b>Decodable Readers:</b> "Ron Ram" "Red and Ron"</p>	<p><i>with</i> <i>he</i></p> <p><b>Build Your Word Bank:</b> <i>many</i> <i>them</i> <i>eat</i></p>	<p><b>Write About the Text:</b> Expository <b>Writing Skill:</b> Stretch Sounds to Write Words <b>Writing Trait:</b> Sequence <b>Grammar:</b> Pronouns (Subjective)</p>	<p><b>Project:</b> Plants on a Farm</p>

## Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b></p> <p><b>The Four Seasons</b></p> <p><b>Essential Question:</b> How are the seasons different?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><b>Anchor Text:</b> <i>Mama, Is It Summer Yet?</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> "New Snow," "Rain Song," "Covers," excerpt from "Honey I Love" <b>Genre:</b> Poetry</p>	<p>"Is It Hot?" <b>Lexile:</b> 200L</p>	<p>"A Tour of the Seasons" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>It Is Hot!</i> <b>Lexile:</b> BR <b>O:</b> <i>Little Bear</i> <b>Lexile:</b> 300L <b>ELL:</b> <i>Little Bear</i> <b>Lexile:</b> 300L <b>B:</b> <i>Ant and Grasshopper</i> <b>Lexile:</b> 280L</p>	<p><b>Oral Vocabulary Words:</b> <i>weather</i> <i>seasons</i> <i>migrate</i> <i>active</i> <i>spot</i></p> <p><b>Category Words:</b> Seasons Sentence Clues</p>	<p>Visualize Events: Sequence Rhyme</p>	<p>Left to Right, Top to Bottom Tracking  Parts of a Book</p>	<p><b>Phonological Awareness:</b> Onset and Rime Segmentation</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p><b>Phonics:</b> /b/b (initial/final), /ll/ (initial)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /k/c, /d/d, /e/e, /f/f, /h/h, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p><b>Extend the Lesson:</b> Final double letters: /l</p> <p><b>Spelling:</b> Words with <i>b, l; is, little</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Bb, Ll</i></p> <p><b>Decodable Readers:</b> "Bob and Ben" "Ben, Deb, Lin"</p>	<p><i>is</i> <i>little</i></p> <p><b>Build Your Word Bank:</b> <i>by</i> <i>some</i> <i>brown</i></p>	<p><b>Write About the Text:</b> Opinion</p> <p><b>Writing Skill:</b> Left-to-Right Progression</p> <p><b>Writing Trait:</b> Focus on One Idea</p> <p><b>Grammar:</b> Nouns (Singular and Plural)</p>	<p><b>Project:</b> The Seasons</p>
<p><b>Week 2</b></p> <p><b>What's the Weather?</b></p> <p><b>Essential Question:</b> What happens in different kinds of weather?</p> <p><b>Genre Focus:</b> Fantasy</p>	<p><b>Anchor Text:</b> <i>Rain</i> <b>Genre:</b> Fantasy</p> <p><b>Paired Selection:</b> "Cloud Watch" <b>Genre:</b> Informational Text</p>	<p>"Kim and Nan" <b>Lexile:</b> 120L</p>	<p>"The Battle of Wind and Rain" <b>Genre:</b> Tale</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>The Rain</i> <b>Lexile:</b> BR <b>O:</b> <i>Weather Is Fun</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Weather Is Fun</i> <b>Lexile:</b> BR <b>B:</b> <i>Kate and Tuck</i> <b>Lexile:</b> 280L</p>	<p><b>Oral Vocabulary Words:</b> <i>predict</i> <i>temperature</i> <i>drought</i> <i>clever</i> <i>storm</i></p> <p><b>Category Words:</b> Weather Words Shades of Meaning</p>	<p>Visualize Events: Sequence Speech Bubbles</p>	<p>First Word in Sentence Is Capitalized  Periods and Exclamation Marks  Parts of a Book</p>	<p><b>Phonological Awareness:</b> Identify Rhyme</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</p>	<p><b>Phonics:</b> /k/k (initial), /k/ck (final)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p><b>Spelling:</b> Words with <i>k, ck; she, was</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Kk</i></p> <p><b>Decodable Readers:</b> "Pack It, Kim" "Kick It, Nick!"</p>	<p><i>she</i> <i>was</i></p> <p><b>Build Your Word Bank:</b> <i>now</i> <i>way</i> <i>under</i></p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Writing Skill:</b> Spaces Between Words</p> <p><b>Writing Trait:</b> Sequence</p> <p><b>Grammar:</b> Proper Nouns</p>	<p><b>Project:</b> Kinds of Weather</p>

## Grade K • Unit 6 • Scope and Sequence

Unit 6: Weather for All Seasons The Big Idea: How do weather and seasons affect us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b></p> <p><b>Stormy Weather</b></p> <p><b>Essential Question:</b> How can you stay safe in bad weather?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><b>Anchor Text:</b> <i>Waiting Out the Storm</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> "Be Safe in Bad Weather" <b>Genre:</b> Informational Text</p>	<p>"Mack and Ben" <b>Lexile:</b> 210L</p>	<p>"The Storm that Shook the Signs" <b>Genre:</b> Fairy Tale</p>	<p><b>Genre:</b> Realistic Fiction <b>A:</b> <i>Bad Weather</i> <b>Lexile:</b> BR <b>O:</b> <i>Getting Ready</i> <b>Lexile:</b> 30L <b>ELL:</b> <i>Getting Ready</i> <b>Lexile:</b> BR <b>B:</b> <i>The Storm</i> <b>Lexile:</b> 170L</p>	<p><b>Oral Vocabulary Words:</b> <i>safe</i> <i>prepare</i> <i>notice</i> <i>celebration</i> <i>enough</i></p> <p><b>Category Words:</b> Question Words Question Words</p>	<p>Visualize Events: Sequence Directions</p>	<p>Locate Printed Word First Word in Sentence Is Capitalized Parts of a Book</p>	<p><b>Phonological Awareness:</b> Identify Alliteration</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Addition</p>	<p><b>Phonics:</b> Review /h/h, e/e, f/f, l/r, /b/b, /l/l, /k/k, /k/ck; I-Blends (bl, cl, fl, sl)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t</p> <p><b>Long Vowel Express (optional):</b> Long <i>i</i> (i_e)</p> <p><b>Spelling Pattern:</b> <i>ack</i> pattern (pack, rack, sack, back, stack)</p> <p><b>Handwriting:</b> Write sentences with <i>h, e, f, r, b, l, k, ck; I-Blends (bl, cl, fl, sl)</i></p> <p><b>Decodable Readers:</b> "Rock Ken" "Flip, Flop, Flip!"</p>	<p><i>are</i> <i>he</i> <i>is</i> <i>little</i> <i>my</i> <i>she</i> <i>was</i> <i>with</i></p> <p><b>Build Your Word Bank:</b> <i>than</i> <i>his</i> <i>three</i> <i>when</i> <i>which</i> <i>soon</i> <i>many</i> <i>them</i> <i>eat</i> <i>by</i> <i>some</i> <i>brown</i> <i>now</i> <i>way</i> <i>under</i></p>	<p><b>Write About the Text:</b> Narrative</p> <p><b>Writing Skill:</b> Write on the Lines</p> <p><b>Writing Trait:</b> Descriptive Words</p> <p><b>Extended Writing:</b> Realistic Fiction</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Nouns (Singular and Plural)</p>	<p><b>Project:</b> Stormy Weather</p>

Units 5 and 6	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
Extend, Connect, and Assess	"Changes with the Wind" <b>Genre:</b> Online Article	<p><b>Genre Read-Aloud</b> "A Farm Year"</p> <p><b>Activities</b> Seasons on a Farm Make a Seasons Poster</p>	Choose Your Own Book

## Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom The Big Idea: What are different kinds of animals?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<b>Week 1</b> <b>Baby Animals</b> <b>Essential Question:</b> How are some animals alike and how are they different? <b>Genre Focus:</b> Informational Text: Nonfiction	<b>Anchor Text:</b> <i>ZooBorns!</i> <b>Genre:</b> Informational Text <b>Paired Selection:</b> "Mischievous Goat," "Over in the Meadow," "Kitty Caught a Caterpillar" <b>Genre:</b> Poetry	"A Pup and a Cub" <b>Lexile:</b> 110L	"Baby Farm Animals" <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>Two Cubs</i> <b>Lexile:</b> 10L <b>O:</b> <i>Animal Bodies</i> <b>Lexile:</b> 80L <b>ELL:</b> <i>Animal Bodies</i> <b>Lexile:</b> 80L <b>B:</b> <i>Two Kinds of Bears</i> <b>Lexile:</b> 420L	<b>Oral Vocabulary Words:</b> <i>appearance</i> <i>behavior</i> <i>exercise</i> <i>wander</i> <i>plenty</i> <b>Category Words:</b> Animal Parts Compound Words	Reread Fact and Opinion Alliteration	Locate Printed Word Parts of a Book	<b>Phonological Awareness:</b> Onset and Rime Blending <b>Phonemic Awareness:</b> Phoneme Isolation (initial), Phoneme Blending, Phoneme Deletion	<b>Phonics:</b> /u/u (initial/medial) <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t <b>Spelling:</b> Words with <i>u</i> ; <i>for</i> , <i>have</i> <b>Handwriting:</b> Upper and Lowercase <i>Uu</i> <b>Decodable Readers:</b> "Sun Fun" "Pup and Cub"	<i>for</i> <i>have</i> <b>Build Your Word Bank:</b> <i>from</i> <i>how</i> <i>pretty</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Sentence Capitalization <b>Writing Trait:</b> Descriptive Words <b>Grammar:</b> Verbs (Present Tense)	<b>Project:</b> Animal Features
<b>Week 2</b> <b>Pet Pals</b> <b>Essential Question:</b> How do you take care of different kinds of pets? <b>Genre Focus:</b> Realistic Fiction	<b>Anchor Text:</b> <i>The Birthday Pet</i> <b>Genre:</b> Realistic Fiction <b>Paired Selection:</b> "Lola and Bella" <b>Genre:</b> Personal Narrative	"I Hug Gus!" <b>Lexile:</b> 300L	"The Family Pet" <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>My Cats</i> <b>Lexile:</b> BR <b>O:</b> <i>Their Pets</i> <b>Lexile:</b> 270L <b>ELL:</b> <i>Their Pets</i> <b>Lexile:</b> BR <b>B:</b> <i>Will's Pet</i> <b>Lexile:</b> 190L	<b>Oral Vocabulary Words:</b> <i>responsibility</i> <i>train</i> <i>depend</i> <i>compared</i> <i>social</i> <b>Category Words:</b> Pets Prepositions	Make and Confirm Predictions Events: Problem and Solution Narrator	Left to Right, Top to Bottom Tracking Exclamation Point Parts of a Book	<b>Phonological Awareness:</b> Identify and Produce Rhyming Words <b>Phonemic Awareness:</b> Phoneme Isolation (initial/final <i>g</i> ; initial <i>w</i> ), Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> /g/g (initial/final), w/w (initial) <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u <b>Spelling:</b> Words with <i>g</i> , <i>w</i> ; <i>she</i> , <i>was</i> <b>Handwriting:</b> Upper and Lowercase <i>Gg</i> , <i>Ww</i> <b>Decodable Readers:</b> "Wet Gus" "See a Bug?"	<i>of</i> <i>they</i> <b>Build Your Word Bank:</b> <i>water</i> <i>these</i> <i>yellow</i>	<b>Write About the Text:</b> Narrative <b>Writing Skill:</b> Left-to-Right Progression <b>Writing Trait:</b> Descriptive Words <b>Grammar:</b> Verbs (Past Tense)	<b>Project:</b> Caring for a Pet

## Grade K • Unit 7 • Scope and Sequence

Unit 7: The Animal Kingdom The Big Idea: What are different kinds of animals?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<b>Week 3</b>  <b>Animal Habitats</b>  <b>Essential Question:</b> Where do animals live?  <b>Genre Focus:</b> Fantasy	<b>Anchor Text:</b> <i>Bear Snores On</i> <b>Genre:</b> Fantasy  <b>Paired Selection:</b> "Animal Homes" <b>Genre:</b> Informational Text	"A Vet in a Van" <b>Lexile:</b> 250L	"Aunt Nancy" <b>Genre:</b> Tale	<b>Genre:</b> Fantasy <b>A:</b> <i>We Want Water</i> <b>Lexile:</b> 110L <b>O:</b> <i>A New Home</i> <b>Lexile:</b> 50L <b>ELL:</b> <i>A New Home</i> <b>Lexile:</b> 300L <b>B:</b> <i>Bird's New Home</i> <b>Lexile:</b> 190L	<b>Oral Vocabulary Words:</b> <i>habitat</i> <i>wild</i> <i>complain</i> <i>join</i> <i>stubborn</i>  <b>Category Words:</b> Animal Homes Shades of Meaning	Make and Confirm Predictions  Events: Cause and Effect  Glossary	Distinguish Letters from Words  Parts of a Book	<b>Phonological Awareness:</b> Onset and Rime Segmentation  <b>Phonemic Awareness:</b> Phoneme Isolation (initial v, final x), Phoneme Blending, Phoneme Substitution  <b>Long Vowel Awareness</b> Long <i>u</i> : <i>u_e</i>	<b>Phonics:</b> /ks/x, (final), /v/v (initial)  <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /w/w  <b>Spelling Pattern:</b> et pattern ( <i>vet, get, pet, let, bet</i> )  <b>Handwriting:</b> Upper and Lowercase Vv, Xx  <b>Decodable Readers:</b> "Rex the Vet" "Fox Had a Big Box"	<i>said</i> <i>want</i>  <b>Build Your Word Bank:</b> <i>people</i> <i>work</i> <i>funny</i>	<b>Write About the Text:</b> Opinion <b>Writing Skill:</b> Use Word Bank <b>Writing Trait:</b> Descriptive Words <b>Grammar:</b> Verbs (Future Tense)	<b>Project:</b> Animal Habitats

## Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b></p> <p><b>On the Move</b></p> <p><b>Essential Question:</b> What can help you go from here to there?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><b>Anchor Text:</b> <i>When Daddy's Truck Picks Me Up</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> "From Here to There" <b>Genre:</b> Informational Text</p>	<p>"Dad Got a Job" <b>Lexile:</b> 190L</p>	<p>"The King of the Winds" <b>Genre:</b> Tale</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>I Go Places</i> <b>Lexile:</b> BR <b>O:</b> <i>Run, Quinn!</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Run, Quinn!</i> <b>Lexile:</b> 70L <b>B:</b> <i>Going to Gran's House</i> <b>Lexile:</b> 190L</p>	<p><b>Oral Vocabulary Words:</b> <i>transportation</i> <i>vehicle</i> <i>journey</i> <i>fierce</i> <i>wide</i></p> <p><b>Category Words:</b> Vehicles Context Clues</p>	<p>Make and Confirm Predictions</p> <p>Main Story Elements: Character, Setting, Events</p> <p>Headings</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>First Word in Sentence Is Capitalized</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Syllable Addition</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation (initial <i>j, qu</i>), Phoneme Blending, Phoneme Segmentation</p>	<p><b>Phonics:</b> /j/ (initial), /kw/qu (initial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /l/l, /m/m, /n/n, /o/o, /p/p, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x</i></p> <p><b>Spelling:</b> Words with <i>j, qu</i>; <i>here, me</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Jj, Qq</i></p> <p><b>Decodable Readers:</b> "Get It Quick!" "Jen Is Quick!"</p>	<p><i>here</i> <i>me</i></p> <p><b>Build Your Word Bank:</b> <i>about</i> <i>may</i> <i>away</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> End Punctuation</p> <p><b>Writing Trait:</b> Use Complete Sentences</p> <p><b>Grammar:</b> Sentences (with Prepositions)</p>	<p><b>Project:</b> Kinds of Vehicles</p>
<p><b>Week 2</b></p> <p><b>My U.S.A.</b></p> <p><b>Essential Question:</b> What do you know about our country?</p> <p><b>Genre Focus:</b> Informational Text; Nonfiction</p>	<p><b>Anchor Text:</b> <i>Ana Goes to Washington, D.C.</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "See Our Country" <b>Genre:</b> Informational Text</p>	<p>"Pack a Bag!" <b>Lexile:</b> 160L</p>	<p>"The Best of the West" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>See This!</i> <b>Lexile:</b> BR <b>O:</b> <i>Places to See</i> <b>Lexile:</b> BR <b>ELL:</b> <i>Places to See</i> <b>Lexile:</b> BR <b>B:</b> <i>My Trip to Yellowstone</i> <b>Lexile:</b> 370L</p>	<p><b>Oral Vocabulary Words:</b> <i>country</i> <i>travel</i> <i>careful</i> <i>purpose</i> <i>connect</i></p> <p><b>Category Words:</b> Location Words Synonyms</p>	<p>Reread</p> <p>Fact and Opinion</p> <p>Captions</p>	<p>Quotation Marks</p> <p>Sentence Boundaries</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Identify and Produce Rhyming Words</p> <p><b>Phonemic Awareness:</b> Phoneme Isolation, Phoneme Blending, Phoneme Substitution</p>	<p><b>Phonics:</b> /y/y (initial), /z/z (initial)</p> <p><b>Consonant/Vowel Review:</b> <i>/a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /x/x</i></p> <p><b>Spelling:</b> Words with <i>y, z</i>; <i>she, was</i></p> <p><b>Handwriting:</b> Upper and Lowercase <i>Yy, Zz</i></p> <p><b>Decodable Readers:</b> "Yes, Zack Can Go!" "Rex, Kim, and Zig"</p>	<p><i>this</i> <i>what</i></p> <p><b>Build Your Word Bank:</b> <i>or</i> <i>each</i> <i>please</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> End Punctuation</p> <p><b>Writing Trait:</b> Sentence Length</p> <p><b>Grammar:</b> Sentences (with Prepositions)</p>	<p><b>Project:</b> An Important American</p>

## Grade K • Unit 8 • Scope and Sequence

Unit 8: From Here to There The Big Idea: Where can you go that is far and near?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b></p> <p><b>Look to the Sky</b></p> <p><b>Essential Question:</b> What do you see in the sky?</p> <p><b>Genre Focus:</b> Fantasy</p>	<p><b>Anchor Text:</b> <i>Bringing Down the Moon</i> <b>Genre:</b> Fantasy</p> <p><b>Paired Selection:</b> "Day and Night Sky" <b>Genre:</b> Informational Text</p>	<p>"Up, Up, Up!" <b>Lexile:</b> 90L</p>	<p>"A View from the Moon" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>Going Up</i> <b>Lexile:</b> 100L <b>O:</b> <i>In the Clouds</i> <b>Lexile:</b> 50L <b>ELL:</b> <i>In the Clouds</i> <b>Lexile:</b> BR <b>B:</b> <i>How Sun and Moon Found Home</i> <b>Lexile:</b> 300L</p>	<p><b>Oral Vocabulary Words:</b> <i>distance</i> <i>recognize</i> <i>space</i> <i>challenge</i> <i>surface</i></p> <p><b>Category Words:</b> Opposites Similes</p>	<p>Make and Confirm Predictions</p> <p>Events: Problem and Solution</p> <p>Headings</p>	<p>Quotation Marks</p> <p>Left to Right, Top to Bottom Tracking</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Syllable Deletion</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Categorization, Phoneme Addition</p>	<p><b>Phonics:</b> Review /u/, /g/, w/w, /ks/x, /v/, /j/, /kw/qu, /y/, /z/z; r-Blends (br, cr, dr, gr, tr)</p> <p><b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p><b>Long Vowel Express (optional):</b> Long o (o_e)</p> <p><b>Spelling Pattern:</b> <i>it</i> pattern (quit, bit, lit, hit, fit)</p> <p><b>Handwriting:</b> Write sentences with u, g, w, x, v, j, qu, z; r-Blends (br, cr, dr, gr, tr)</p> <p><b>Decodable Readers:</b> "Zig-Zag Jet Can Zip" "A Big Trip for Gram"</p>	<p><i>for</i> <i>have</i> <i>they</i> <i>of</i> <i>said</i> <i>want</i> <i>here</i> <i>me</i> <i>this</i> <i>what</i></p> <p><b>Build Your Word Bank:</b> <i>from</i> <i>how</i> <i>pretty</i> <i>water</i> <i>these</i> <i>yellow</i> <i>people</i> <i>work</i> <i>funny</i> <i>about</i> <i>may</i> <i>away</i> <i>or</i> <i>each</i> <i>please</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Extended Writing:</b> Fantasy</p> <p><b>Writing Skill:</b> Left-to-Right and Top-to-Bottom Progression</p> <p><b>Writing Trait:</b> Use Complete Sentences</p> <p><b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate</p> <p><b>Grammar:</b> Sentences (with Prepositions)</p>	<p><b>Project:</b> Objects in the Sky</p>

Units 7 and 8	Reading Digitally	Connect to Content: Social Studies	Extend Your Learning
<b>Extend, Connect, and Assess</b>	"The Way We Go to School" <b>Genre:</b> Online Article	<b>Genre Read-Aloud</b> "Our Country Celebrates!"  <b>Activities</b> Time to Celebrate! Make a Holiday Postcard	<b>Choose Your Own Book</b>

## Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 1</b></p> <p><b>Growing Up</b></p> <p><b>Essential Question:</b> How can you help out at home?</p> <p><b>Genre Focus:</b> Realistic Fiction</p>	<p><b>Anchor Text:</b> <i>Peter's Chair</i> <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection:</b> "Mom's Helpers" <b>Genre:</b> Drama</p>	<p>"Jake and Dale Help!" <b>Lexile:</b> 300L</p>	<p>"Helping Out at Home" <b>Genre:</b> Informational Text</p>	<p><b>Genre:</b> Fiction <b>A:</b> <i>Let Me Help You</i> <b>Lexile:</b> 90L <b>O:</b> <i>How Can Jane Help?</i> <b>Lexile:</b> 140L <b>ELL:</b> <i>How Can Jane Help?</i> <b>Lexile:</b> 180L <b>B:</b> <i>I Used to Help Too</i> <b>Lexile:</b> 240L</p>	<p><b>Oral Vocabulary Words:</b> <i>chores</i> <i>contribute</i> <i>member</i> <i>organize</i> <i>accomplish</i></p> <p><b>Category Words:</b> Household Furniture  Prefixes and Suffixes</p>	<p>Ask and Answer Questions</p> <p>Events: Sequence</p> <p>Format of a Play</p>	<p>Left to Right, Top to Bottom Tracking; Return Sweep</p> <p>Locate Printed Word</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Syllable Segmentation</p> <p><b>Phonemic Awareness:</b> Phoneme Identify, Phoneme Blending, Phoneme Deletion</p>	<p><b>Phonics:</b> long <i>a</i>: <i>a_e</i> <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p><b>Extend the Lesson:</b> Digraph <i>sh</i></p> <p><b>Spelling:</b> Words with long <i>a</i>: <i>a_e</i>; <i>help, too</i></p> <p><b>Handwriting:</b> Write sentences with <i>a_e</i> words</p> <p><b>Decodable Readers:</b> "Jake Made Cake" "We Help Make It!"</p>	<p><i>help</i> <i>too</i></p> <p><b>Build Your Word Bank:</b> <i>other</i> <i>into</i> <i>more</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Stay on the Lines</p> <p><b>Writing Trait:</b> Words That Connect Ideas</p> <p><b>Grammar:</b> Adjectives</p>	<p><b>Project:</b> Helping Out at Home</p>
<p><b>Week 2</b></p> <p><b>Good Citizens</b></p> <p><b>Essential Question:</b> What do good citizens do?</p> <p><b>Genre Focus:</b> Fantasy</p>	<p><b>Anchor Text:</b> <i>Hen Hears Gossip</i> <b>Genre:</b> Fantasy</p> <p><b>Paired Selection:</b> "Team Up to Clean Up" <b>Genre:</b> Informational Text</p>	<p>"We Can Play" <b>Lexile:</b> 220L</p>	<p>"The Little Red Hen" <b>Genre:</b> Fable</p>	<p><b>Genre:</b> Fantasy <b>A:</b> <i>Mike Helps Out</i> <b>Lexile:</b> BR <b>O:</b> <i>Clive and His Friend</i> <b>Lexile:</b> 60L <b>ELL:</b> <i>Clive and His Friend</i> <b>Lexile:</b> 110L <b>B:</b> <i>Farmer White's Best Friend</i> <b>Lexile:</b> 460L</p>	<p><b>Oral Vocabulary Words:</b> <i>citizen</i> <i>respect</i> <i>tidy</i> <i>necessary</i> <i>hauled</i></p> <p><b>Category Words:</b> Farm Animals  Question Words</p>	<p>Reread</p> <p>Events: Cause and Effect</p> <p>Captions</p>	<p>Left to Right, Top to Bottom Tracking</p> <p>First Word in Sentence Is Capitalized</p> <p>Parts of a Book</p>	<p><b>Phonological Awareness:</b> Identify and Produce Rhyming Words</p> <p><b>Phonemic Awareness:</b> Phoneme Identity Phoneme Blending, Phoneme Deletion</p>	<p><b>Phonics:</b> long <i>i</i>: <i>i_e</i> <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z</p> <p><b>Extend the Lesson:</b> Digraph <i>ch</i></p> <p><b>Spelling:</b> Words with long <i>i</i>: <i>i_e</i>; <i>of, they</i></p> <p><b>Handwriting:</b> Write sentences with <i>i_e</i> words</p> <p><b>Decodable Readers:</b> "Lake Time Fun" "Pike Lane"</p>	<p><i>has</i> <i>play</i></p> <p><b>Build Your Word Bank:</b> <i>find</i> <i>over</i> <i>were</i></p>	<p><b>Write About the Text:</b> Expository</p> <p><b>Writing Skill:</b> Sentence Capitalization</p> <p><b>Writing Trait:</b> Sequence</p> <p><b>Grammar:</b> Adjectives (Including Articles)</p>	<p><b>Project:</b> Being a Good Citizen</p>

## Grade K • Unit 9 • Scope and Sequence

Unit 9: How Things Change The Big Idea: How do things change?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<p><b>Week 3</b></p> <p><b>Our Natural Resources</b></p> <p><b>Essential Question:</b> How can things in nature be used to make new things?</p> <p><b>Genre Focus:</b> Informational Text: Nonfiction</p>	<p><b>Anchor Text:</b> <i>Bread Comes to Life</i> <b>Genre:</b> Informational Text</p> <p><b>Paired Selection:</b> "Nature Artists" <b>Genre:</b> Informational Text</p>	<p>"Look! A Home!" <b>Lexile:</b> 170L</p>	<p>"Nature's Art Fair" <b>Genre:</b> Drama</p>	<p><b>Genre:</b> Informational Text <b>A:</b> <i>Look Where It Is From</i> <b>Lexile:</b> 40L <b>O:</b> <i>What's for Breakfast?</i> <b>Lexile:</b> 110L <b>ELL:</b> <i>What's for Breakfast?</i> <b>Lexile:</b> 30L <b>B:</b> <i>Nature at the Craft Fair</i> <b>Lexile:</b> 410L</p>	<p><b>Oral Vocabulary Words:</b> <i>natural resources</i> <i>create</i> <i>designs</i> <i>weave</i> <i>knowledge</i></p> <p><b>Category Words:</b> Foods Made from Grain Sentence Clues</p>	<p>Reread Details: Time Order Photographs</p>	<p>Distinguish Letters from Words Parts of a Book</p>	<p><b>Phonological Awareness:</b> Segment and Blend Syllables</p> <p><b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution</p>	<p><b>Phonics:</b> long o: o_e <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z <b>Spelling Pattern:</b> oke pattern (<i>joke, poke, wake, spoke</i>) <b>Handwriting:</b> Write sentences with o_e words <b>Decodable Readers:</b> "Jo Made It at Home" "Joke Note"</p>	<p><i>where</i> <i>look</i></p> <p><b>Build Your Word Bank:</b> <i>know</i> <i>would</i> <i>write</i></p>	<p><b>Write About the Text:</b> Expository <b>Writing Skill:</b> End Punctuation <b>Writing Trait:</b> Focus on One Idea <b>Grammar:</b> Adjectives</p>	<p><b>Project:</b> Products from Trees</p>

## Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box The Big Idea: How can new ideas help us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<b>Week 1</b> <b>Problem Solvers</b> <b>Essential Question:</b> What can happen when we work together? <b>Genre Focus:</b> Fantasy	<b>Anchor Text:</b> <i>What's the Big Idea, Molly?</i> <b>Genre:</b> Fantasy <b>Paired Selection:</b> "Better Together" <b>Genre:</b> Opinion Text	"A Good Time for Luke!" <b>Lexile:</b> 270L	"The Elves and the Shoemaker" <b>Genre:</b> Fairy Tale	<b>Genre:</b> Fantasy <b>A:</b> <i>Animal Band</i> <b>Lexile:</b> BR <b>O:</b> <i>We Want Honey</i> <b>Lexile:</b> 180L <b>ELL:</b> <i>We Want Honey</i> <b>Lexile:</b> 90L <b>B:</b> <i>A Good Idea</i> <b>Lexile:</b> 290L	<b>Oral Vocabulary Words:</b> <i>decide</i> <i>opinion</i> <i>ragged</i> <i>marvel</i> <i>grateful</i> <b>Category Words:</b> Directions Sentence Clues	Make and Confirm Predictions Events: Sequence Photographs	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book	<b>Phonological Awareness:</b> Syllable Segmentation <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> long <i>u</i> : <i>u_e</i> <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z <b>Spelling:</b> Words with long <i>u</i> : <i>u_e</i> ; <i>good</i> , <i>who</i> <b>Handwriting:</b> Write <i>u_e</i> words <b>Decodable Readers:</b> "Tube Race" "The Sad Duke"	<i>good</i> <i>who</i> <b>Build Your Word Bank:</b> <i>part</i> <i>only</i> <i>words</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Left-to-Right and Top-to-Bottom Progression <b>Writing Trait:</b> Descriptive Words <b>Grammar:</b> Pronouns (Subjective)	<b>Project:</b> Working Together Interview
<b>Week 2</b> <b>Sort It Out</b> <b>Essential Question:</b> In what ways are things alike? How are they different? <b>Genre Focus:</b> Poetry	<b>Anchor Text:</b> <i>All Kinds of Families!</i> <b>Genre:</b> Poetry <b>Paired Selection:</b> "Good for You" <b>Genre:</b> Opinion Text	"We Come on Time!" <b>Lexile:</b> 270L	"The Perfect Color" <b>Genre:</b> Informational Text	<b>Genre:</b> Fiction <b>A:</b> <i>My Box</i> <b>Lexile:</b> BR <b>O:</b> <i>Let's Make a Band</i> <b>Lexile:</b> 250L <b>ELL:</b> <i>Let's Make a Band</i> <b>Lexile:</b> 30L <b>B:</b> <i>Going Camping</i> <b>Lexile:</b> 300L	<b>Oral Vocabulary Words:</b> <i>sort</i> <i>similar</i> <i>perfect</i> <i>endless</i> <i>experiment</i> <b>Category Words:</b> Opposites Antonyms	Ask and Answer Questions Poetry: Rhyme Labels	Left to Right, Top to Bottom Tracking; Return Sweep Parts of a Book	<b>Phonological Awareness:</b> Syllable Substitution <b>Phonemic Awareness:</b> Phoneme Identity, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> long <i>e</i> : <i>e</i> , <i>ee</i> , <i>e_e</i> <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z <b>Extend the Lesson:</b> Digraph <i>th</i> <b>Spelling Pattern:</b> Words with long <i>e</i> : <i>e</i> , <i>ee</i> , <i>e_e</i> ; <i>come</i> , <i>does</i> <b>Handwriting:</b> Write words with <i>e</i> , <i>ee</i> , <i>e_e</i> <b>Decodable Readers:</b> "Pete and Eve" "Pete Can Fix It"	<i>come</i> <i>does</i> <b>Build Your Word Bank:</b> <i>first</i> <i>sound</i> <i>their</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Stretch Sounds to Write Words <b>Writing Trait:</b> Sentence Length <b>Grammar:</b> Pronouns (Objective)	<b>Project:</b> Name Sort

## Grade K • Unit 10 • Scope and Sequence

Unit 10: Thinking Outside the Box The Big Idea: How can new ideas help us?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/Phonemic Awareness	Phonics/Spelling/Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
<b>Week 3</b> <b>Protect Our Earth</b> <b>Essential Question:</b> What ideas can you suggest to protect the environment? <b>Genre Focus:</b> Informational Text; Nonfiction	<b>Anchor Text:</b> <i>Panda Kindergarten</i> <b>Genre:</b> Informational Text <b>Paired Selection:</b> "Save Big Blue!" <b>Genre:</b> Informational Text	"Who Can Help?" <b>Lexile:</b> 360L	"Protect the Environment" <b>Genre:</b> Informational Text	<b>Genre:</b> Informational Text <b>A:</b> <i>Help Clean Up</i> <b>Lexile:</b> 90L <b>O:</b> <i>Let's Save Earth</i> <b>Lexile:</b> 160L <b>ELL:</b> <i>Let's Save Earth</i> <b>Lexile:</b> 110L <b>B:</b> <i>Babysitters for Seals</i> <b>Lexile:</b> 300L	<b>Oral Vocabulary Words:</b> <i>environment</i> <i>protect</i> <i>recycle</i> <i>wisely</i> <i>encourage</i> <b>Category Words:</b> Names of Baby Animals Suffixes	Reread Topic and Details Captions	Left to Right, Top to Bottom Tracking; Return Sweep  Parts of a Book  Distinguish Letters from Words	<b>Phonological Awareness:</b> Identify Alliteration <b>Phonemic Awareness:</b> Phoneme Segmentation, Phoneme Blending, Phoneme Substitution	<b>Phonics:</b> long <i>a, i, o, u, e</i> , final blends ( <i>st, nd, nk</i> ) <b>Consonant/Vowel Review:</b> /a/a, /b/b, /k/c, /k/ck, /d/d, /e/e, /f/f, /g/g, /h/h, /i/i, /j/j, /l/l, /m/m, /n/n, /o/o, /p/p, /kw/qu, /r/r, /s/s, /t/t, /u/u, /v/v, /w/w, /ks/x, /y/y, /z/z <b>Spelling Pattern:</b> <i>eep</i> pattern ( <i>deep, peep, keep, beep, sleep</i> ) <b>Handwriting:</b> Write sentences with long <i>a, i, o, u, e</i> <b>Decodable Readers:</b> "We Can Save!" "We Can Use It!"	<i>help</i> <i>too</i> <i>play</i> <i>has</i> <i>where</i> <i>look</i> <i>who</i> <i>good</i> <i>come</i> <i>does</i> <b>Build Your Word Bank:</b> <i>other</i> <i>into</i> <i>more</i> <i>find</i> <i>over</i> <i>were</i> <i>know</i> <i>would</i> <i>write</i> <i>part</i> <i>only</i> <i>words</i> <i>first</i> <i>sound</i> <i>their</i>	<b>Write About the Text:</b> Expository <b>Writing Skill:</b> Use Word Bank <b>Writing Trait:</b> Descriptive Words <b>Extended Writing:</b> Opinion Writing <b>Writing Process:</b> Expert and Student Models; Plan; Draft; Revise; Edit and Proofread; Publish, Present, and Evaluate <b>Grammar:</b> Pronouns (Possessive)	<b>Project:</b> Protecting Our Planet

Units 9 and 10	Reading Digitally	Connect to Content: Science	Extend Your Learning
<b>Extend, Connect, and Assess</b>	"What's Next?" <b>Genre:</b> Online Article	<b>Genre Read-Aloud</b> "Little and Big" and "Buttons"  <b>Activities</b> Ways to Sort Observe and Sort	<b>Choose Your Own Book</b>